



Title III/Migrant Education Program Updates

June 20, 2011

The **Special Populations Conference** will take place September 26 and 27 at the Kellogg Center in East Lansing. The conference will address updates from **Title III English Language Acquisition and Immigrant, Title I C, Migrant, Title ID Neglected & Delinquent, 31A at Risk, and McKinney Vento-Homeless Education**. The theme of the conference is "*Maximizing Success for Diverse Students*." Our team and guest speakers will provide updates on federal requirements, scientific-based best practices, collaboration among federal programs, and an opportunity for networking.

AMAOs: The letters to districts regarding their 2009/2010 AMAO results were sent over a week ago. Since AMAOs were sent to districts, late, **there is no need to notify** parents if your school district did not make any of the AMAOs for 2009/2010. However, when LEAs receive the 2010/2011 AMAO results, and depending on their AMAO status, they are required to apply all consequences listed at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_56804---,00.html

Please note that United States Department of Education (USED) has asked Michigan Department of Education (MDE) to require each local education agency (LEA) to include specific academic objectives for English language learners within its district's consolidated application. These objectives and their respective strategies should describe how the Title III funds will be used to meet all annual measurable achievement objectives (AMAOs). Currently, guided by a Comprehensive Needs Assessment (CNA), each LEA receiving federal funds submits a District Improvement Plan and a Local Educational Agency Planning Cycle (LEAPC) to the Office of Field Services through the Michigan Electronic Grants System (MEGS). The newly required ELL-related objectives and strategies would be incorporated annually in the School Improvement Plan (SIP) and LEAPC, and would address the academic needs of English language learners, program design, professional development, parent involvement, and program evaluation. Including the new elements in the LEAPC that address English language learners will eliminate the need for a separate Title III plan. Additional information about AMAOs including sample parent letter and Frequently Asked questions is available at

If you need to appeal, please contact OEAA at MDE-Accountability@michigan.gov

Use of Title III throughout the day: I would like to reiterate that Title III funds can be used throughout the day as long as districts are using the funds to supplement the basic program and Office of Civil Rights (ORC) requirements. Several communications have addressed this topic including the webinars we conducted on March 18 and 23, 2011, and the Title III/Migrant Spring Conference on April 26, 2011. Joint PowerPoint presentations from USED and MDE-Office of Field Services, as well as Office of Civil Rights presentations are posted at the following OFS link:
http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078-255677--,00.html

When we monitor LEAs, they must be able to describe: a) their "Basic Services/Core Services" provided to all students using local and state funds; and b) the services they provide to English language learners (ELLs) based on the OCR provisions described in the "OCR Equal Educational Opportunity for ELLs" document posted at the link above. Title III funds can be used throughout the day to provide supplemental instruction to ELLs in order for them to achieve proficiency on the English language proficiency standards and master the state content standards. Additionally, these funds can be utilized to acquire supplemental instructional materials, provide extended day/summer programs as well as professional development and parent engagement. I have attached the **Function Codes** document that will act as a guide to all directors regarding the appropriate uses of Title III funds. It has been posted on MEGs, and provides the key four questions we need to consider before planning and implementing Title III activities and programs.

Additional resources shared at the April 26, 2011 Title III/Migrant conference are posted at the following website. They include: Developing a Title III Plan, Keep Title III Funds Flowing, Title III "Supplement, not Supplant", Title III Program Updates, OCR Equal Educational Opportunity for ELLs, and the Title III function codes document.

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078-255677--,00.html

Serving Preschoolers: Under Title III, funds may be used to provide services to eligible pre-kindergarten students who are 3 and 4 year olds under ALL of the following conditions combined:

- a) The 3 or 4 year olds are enrolled in **a non-profit elementary school or private non-public school** where preschool programs are provided (e.g. Headstart, Great Start School Readiness Program, district funded preschool program, etc.) AND

- b) these children have a home language or primary language other than English, AND
- c) these 3-4 year old ELLs are served by the LEA following the same requirements that apply to K-12 ELL students, AND
- d) Title III funds are used to supplement basic services and OCR requirements for these students AND
- e) the 3 and 4 year olds have a unique identification code (UIC) and their LEP information is entered into the MSDS system in a timely manner
- f) these ELLs do not need to take the ELPA Screener until the spring prior to their enrollment in kindergarten
- g) local developmentally appropriate assessments should be kept on file to monitor the eligible students' progress.

As is always the case in implementing the equitable participation requirement for private nonpublic schools set out in Section 9501 of the ESEA, the LEA must consult with the private school officials to discuss viable options for providing equitable services that meet the needs of the LEP private school children enrolled in private elementary and secondary schools located in an LEA.

Testing ELLs: ELPA spring assessment results are the only English language proficiency assessment that will be used to calculate AMAOs #1 and 2. ELPA Screener may not replace ELPA Spring testing for accountability purposes because it does not include a representative pool of items for the four domains of listening, speaking, reading and writing, as well as comprehension. If a student does not take the ELPA Spring test, s/he will be considered NOT tested and, therefore, will **not** be funded.

If LEAs in collaboration with private nonpublic schools, identify, assess and provide services to limited English proficient (LEP) students in private schools, LEAs may include the needs of private nonpublic school students in their Title III plan when submitting their local plan through the Consolidated Application. These students will also be included in the Title III allocation as long as they have a UIC and are entered into MSDS along with the LEA code.

Technical Assistance: We will continue to provide technical assistance to our local educational agencies through webinars, phone conversations, face to face meetings and web dialogues. In collaboration with USED and WestED, we are setting up a **web dialogue** for two days in August. Web dialogue is a private online space where Title III instructional leaders will be invited to post questions and comments and we can respond to the questions and inquiries as well as include references to resources. I will email additional information to you in July, 2011.

Designation of Formerly LEP (FLEP) Students: Only LEP students exited with an **LEP Exit Date prior to July 1, 2011 and an LEP Exit Reason code**

of "50" will be considered FLEP in the 2011-2012 school year. Students designated as LEP in the 2010-2011 school year and not exited will be considered LEP in 2011-2012 and will have to be re-assessed on the ELPA in spring 2012. The deadline for entering/updating all LEP data into MSDS is September 15, 2011. Please **read the attached memorandum** regarding the Accuracy of Designating LEP and FLEP Students in MSDS.

Statewide Professional Development for ELL Educators:

We have provided another round of SIOP Train the Trainer workshops this year to over 20 selected trainers. As a result, we are providing four regional workshops to teachers and administrators who work with ELLs. The workshops are scheduled as follows:

Wayne County, June 20-24 at Wayne Westland School District

Macomb County, August 8-11 at Macomb ISD

Kent County, August 8-11 at Wyoming Public Schools

Van Buren County, August 15-18 at Van Buren ISD

In order to improve the writing skills of ELLs, we are providing a two day workshop on **Blueprint for Exceptional Writing for ELLs** which will take place on July 19 and 20, 2011 at the Lansing Community College West Campus. This learning opportunity is sponsored by our office and is free of charge for the first 60 participants. Please see attached flyer for details and contact Heidi Lamb lambh@mhigigan.gov or at (517) 373-6066 in order to complete your registration by July 15.

If you need our assistance in providing professional development to your staff on sheltered English instruction and writing strategies for ELLs, please contact our office at 517-373-6066 or send an email to my secretary Tamara Franks at frankst1@michigan.gov. We have prepared several MDE trainers who are available to assist in building local capacity among all teachers who are serving ELLs.

Draw-downs and deviations: Timely Draw-downs are an indication that the program is administered and implemented adequately. Close coordination with your fiscal/business office is necessary to ensure that draw-downs are performed in an appropriate time frame, and deviations from what was planned and approved do not take place.

Entrance and Exit Criteria: Our office is working with representatives of our Advisory Committee to establish common and standard statewide entrance and exit criteria for ELLs. We will keep you apprised of our progress toward completing this process.

Migrant Programs: Remember that when migrant students are ELLs, they have access to Title III funds in addition to the migrant allocation. I have attached a Function Codes document for Title I, Part C that acts as a guide for

appropriate and supplemental uses of funds. The migrant program has to include educational objectives for migrant students in the LEA planning cycle and the district school improvement plan, and methods for measuring migrant student progress toward achieving the proposed objectives and outcomes.

We funded four summer competitive mini-grants this summer and will continue this practice as long as the funds are available. We encourage all migrant directors to seek such opportunity next summer and will provide a session on "Tips for Grant Writing" during the fall conference.

Program Evaluation Pilot: MDE is establishing a framework and tools that will assist schools and school districts in evaluating their local programs. If you received a "change required" regarding your Title III program evaluation, you may want to consider piloting the framework and tools. In order to participate, please send me a quick email at tabrizis@michigan.gov

Resources: The following link provides information about the reauthorization of the Elementary and Secondary Education Act (ESEA) and a paper about Diverse Learners: <http://www2.ed.gov/policy/elsec/leg/blueprint/index.html>

It was a pleasure working with you this year toward our common outcome, and that is accelerating ELLs academic achievement. We look forward to improving program planning, implementation and evaluation during the upcoming school year. Have a restful summer!

Sincerely,

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Michigan Department of Education